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ENG 3001-009

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And by Appointment

Fall 1998



English 3001--009

Textbooks

- Hairston, *Successful Writing*, 3rd ed. (SW)
- Hult, *Researching and Writing*, (R&W)
- Fulwiler and Biddle, *A Community of Voices* (COV)
- Fulwiler and Hayakawa, *The Blair Handbook*, 2nd ed. (BH)
- A standard college dictionary

Policies and Assignments

1. **Writing:** We'll be doing lots of it--in class and out of class! Some of your writing will be "writing to learn," that is writing intended to help you to stimulate thought and reflection, to clarify an idea, to expand an idea. At others times you will be writing to communicate your thoughts to others--to me, to members of your writing group, to other students in your major. The goal is for you to discover what it means to be a good writer in your major and ultimately to produce and analyze writing that is typical of a successful professional writing in your field. [There is no final exam in 3001.]
2. **Format:** Essay #1 (the in-class essay) should be done on standard lined white paper, using blue or black ink. Please write on every other line, on one side of the paper only (I promise all of this will make sense as we go along!). All out-of-class writing should be typed--double spaced, with 1 inch margins on all sides. If you use a computer, please take the justification off the right margin. Include your name, section number, the date, and the essay number on each essay.
3. **Revisions:** To receive credit for the class, essays 1, 2 & 4 must be revised according to the system we will discuss in class and should be returned to me no later than one class period after they are returned to you.
4. **Late papers:** It is extremely important to keep pace with the assignments and the group activities, and so I ask that all papers and group assignments be turned in on their due dates unless we have made other arrangements. In an emergency situation, please contact me as soon as possible. An unexcused late essay will be graded down one-half letter grade for each class period that it is late. Late group assignments will lower your "group grade." All assignments must be completed and essays 2, 4, & 5 must be completed using the peer group in order for you to receive a passing grade in the course.
5. **Plagiarism:** Here is the English Department policy--"Any teacher who discovers an act of plagiarism--"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (*Random House Dictionary of the English Language*)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office." Included under plagiarism is the irresponsible handling of documentation which is intended to misrepresent the use of another author's material.

6. **Attendance:** Class participation (writing and speaking) is essential to becoming a better, more able, and responsible writer and collaborator. In general, if you have a problem, please call me or come in to my office to see me as soon as possible. ~~More than three unexcused absences will lower your class participation grade to an F.~~ As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity." Also, please be on time--a significant pattern of tardiness will lower your class participation grade. [If you miss an assigned conference, this generally counts as three class absences.]

7. **Grading:** The essays assigned in the course are sequential and increasingly challenging. The goal is first to strengthen existing abilities and then to use these to support developing new ones. Given this course structure, essays and writing produced at the end of the semester will weigh more heavily in determining your final grade; in addition, I will consider the success of your revision process, your group participation, and your class participation: Essays 1-3=10% each; Essay 4=15%; Essay 5=35%; group and class participation=10%; revisions=10%. Extra Credit: Journal (a total of at least 28 entries; no partial credit--all entries must be completed)=10%.

8. **Writing groups:** Both in college and in the work world, collaboration is a common and effective way to improve your own and your peer's writing or to produce a common document. We will discuss the actual process of writing groups in great detail when the time comes. It is an essential part of the course which requires concern and careful attention on the part of all group members. Your efforts will be repaid many times over. When final formal essays are turned in, all drafts, prewriting, and group evaluations must be turned in as well.

9. **Extra Credit Writing Journal:** I would like you to encourage you to keep a writing journal this semester, to serve as a place to reflect on and improve your own writing process. Many students have reported this activity as among the most valuable in the class. Plan to write two solid pages for each entry (focusing on a single point/idea--this is not a freewriting journal) and to write two entries per week. One entry must focus on the writing process and the other may focus on any topic you feel is more generally relevant to this class. "Writing process" entries might include responses to class discussion, to the writing groups, to our readings. You might also write about writing in other classes, especially in your major--i.e., the types and quality of writing in textbooks, the types and intentions of papers, the goals of handouts, your goals or strategies for certain assignments. I'll try to make additional suggestions as the semester goes along. I will collect your journal at various times during the semester, but the writing here is mainly for your use, so I will not be reading it as a "finished product" where polished editing and attention to audience are more important. All I ask is that you take it seriously, that you do it regularly, and that I can read it! A total of 28 entries must be completed to receive a C or better on this assignment. *The Blair Handbook* pp 42-46 provides useful advice on journal keeping.

10. **Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

11. **Office Hours:** Please feel free to drop in during my scheduled hours--or to request an appointment. If you have questions, be sure to ask them--in class or after. Chances are that if you have a question, someone else has the same question!

Week 1

M 8/24--Introductions

W 8/26--SW chpt. 2; after reading the SW chapter, select an example of what you feel is "good writing" on a topic directly relevant to your discipline/major--e.g., a textbook paragraph or a part of a paper you wrote (not a selection from a popular magazine)--also, before class, write a brief and informal critique (one typed page) of what you believe is the example's **one** outstanding quality--state your idea, explain it and then illustrate with examples from the paragraph. (The sample and your critique will be turned in but will not be graded formally.) [Check out the 9/2 assignment so you can do the background work in time.]

F 8/28--COV 324-330, 654-658; BH 782-784

(Journal ideas: Write a more complete critique of your "good writing" sample; reflect on the process you used to select your sample; consider your goals for this class; reflect on previous journals/diaries/notebooks you have kept or been asked to keep.)

Week 2

M 8/31--Assign Essay #1; SW chpt. 3

W 9/2--COV 22-27; Writing groups assigned; conduct a brief interview with 1 or 2 professors in your major department--First, present them with a concise definition of the terms "explanatory" and "exploratory" (see SW chpt. 3) and ask for their impressions of how these two types of writing are most often used by students and professionals in their field/discipline; informally record your results and bring them to class for discussion.

F 9/4--Essay #1 (in class)

(Journal ideas: Reflect on what makes your own writing successful and/or on the types of writing you have been called on to do in your major or, more generally, in your college career; examine what has helped you to succeed when you were required to do writing you did not especially look forward to doing.)

Week 3

M 9/7--No Classes

W 9/9--SW chpt. 4; Group interviews in class (See SW p.40); bring COV to class so reading for Monday can be clarified

F 9/11--Peer Editing Video (in class)

(Journal Ideas: What other kinds of writing are you being asked to do this semester? Analyze the kinds of writing, the types of audiences, etc.)

Week 4

M 9/14--SW 58-59; Assign Essay #2; COV 630-644 & to be assigned by major

W 9/16--SW chpt. 5

F 9/18-- COV 158-175; Extra Credit Journals due (6 entries)

(Journal Ideas: How does the writing you are doing for other classes contribute to the qualities you outlined in Essay #2? Reflect on your "persona" for Essay #2; examine previous collaborative efforts or projects for elements of success, failure, personal satisfaction, frustration.)

Week 5

M 9/21-- drafts of Essay #2 to groups

W 9/23-- Groups--Peer Critiques due

F 9/25-- Groups--Peer Critiques due

(Journal Ideas: See COV p. 907 re "Library Survey questions"; select a research project done for an earlier class and try to reconstruct how you went about doing the research--what worked and what didn't?)

Week 6

M 9/28--Essay #2 due; Assign Essay #3 [Library Report]; R&W chpts. 2

W 9/30--Library Tour--meet at Library Circulation desk; **Also--turn in group evaluation memo** and read COV 954-57

F 10/2--Library Day--begin work on Essay #3

(Journal Ideas: Go to a "study area" and observe other people's writing habits--in a non-obtrusive way, of course; reread your first several journal entries and reflect on them)

Week 7

M 10/5-- Conferences [Bring drafts of "Indexes and Abstracts" portion of Essay #3 to the conference]; read SW chpt. 6 before doing revisions of Essay #2 (which will be returned in conference)

W 10/7--Conferences continued

F 10/9--Library Day--complete work on Essay #3; BH pp 785-790 might be useful for those of you taking essay midterm exams.

ESSAY #3 DUE 10/12

(Journal Ideas: Select one major revision you have made to an essay this semester (in any class) and discuss the why and how of it; what did you learn doing Essay #3 that you could have used earlier in your education and how will you use the information in the future?)

Week 8

M 10/12-- Review *SW* chpt. 6; Revisions of #2 due; Essay #3 due

W 10/14--R&W 57-86; Discuss Research topic for Essays 4-6

F 10/16--SW chpt. 7; Also-- Come to class with from 2-3 possible research topics (one typed full paragraph per topic: why the topic is interesting to you, where you've heard the topic discussed, what you expect to find out about the topic); Extra Credit Journals due (at least 14 entries); Assign article selection for Monday
(If you need help coming up with journal topics, please stop in to see me.)

Week 9

M 10/19-- Bring a xerox of your selected article for Essay #4 (no more than ten pages, no less than three) to class (plan also to turn in a full bibliographical entry for the article); prepare a one page summary of your article and bring three copies to class

W 10/21--Assign Essay #4; bring to class an informal typed paper (min. of one typed page) describing 1) why you selected this article (see R&W p. 81-2 for ideas) and 2) what qualities in the article made it stand out as successful--e.g., the persona, attention to audience, style, organization (review the section in COV describing the particular qualities of writing expected in your field)

F 10/23--Fall Break

Week 10

M 10/26- R&W 6, 7, 8 OR 9 (depending on major; concentrate on citation methods); also bring your handbook to class; drafts of #4 to groups

W 10/28---Groups--Critiques due; Continue with R&W

F 10/30--Groups continued--Critiques due

Week 11

M 11/2--Essay #4 due; Assign Essay #5 (review R&W 57-86); *SW* chpt. 8

W 11/4--SW chpt. 9; COV 559-570

F 11/6--Library Day

Week 12

M 11/9--Library Day

W & F 11/11 & 11/13--Conferences to discuss Research

Week 13

M 11/16--Conferences to discuss Research

W 11/18--SW 75-80; BH 130-137

F 11/20--Rogesian Argument; COV 594-97 and 601-609

Thanksgiving Holiday

Week 14

M 11/30-- Drafts of #5 to groups

W 12/2-- SW Chpt. 10

F 12/4-- Groups--Critiques due

Week 15

M 12/7-- Groups--Critiques due

W 12/9--Journals due (A minimum total of 28 entries required); Groups?

F 12/11--Essay #5 due

THERE IS NO FINAL EXAMINATION IN ENGLISH 3001